**STAGE 1**

**Course:** ENG1D Grade 9 Academic English

**Unit Title:** Discovering Heroism in Narrative: Myths and Short Stories

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| **MINISTRY EXPECTATIONS:**  **Overall Expectations:**  Oral Communication  1. Listening to Understand: listen in order to understand and respond appropriately in a variety of situations for a variety of purposes  Reading and Literature Studies  1. Reading for Meaning: read and demonstrate an understanding of a variety of literary, informational, and graphic texts, using a range of strategies to construct meaning  2. Understanding Form and Style: recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning  Writing  1. Developing and Organizing Content: generate, gather, and organize ideas and information to write for an intended purpose and audience  2. Using Knowledge of Form and Style: draft and revise their writing, using a variety of literary, informational, and graphic forms and stylistic elements appropriate for the purpose and audience  Media  2. Understanding Media Forms, Conventions, and Techniques: identify some media forms and  explain how the conventions and techniques associated with them are used to create meaning  **Specific Expectations:**  Oral Communication:  **1.2** identify and use several different active listening strategies when participating in a variety of classroom interactions  **2.1** communicate orally for several different purposes, using language suitable for the intended audience  **2.3** communicate in a clear, coherent manner appropriate to the purpose, subject matter, and intended audience  **2.4** use appropriate words, phrases, and terminology, and several different stylistic devices, to communicate their meaning and engage their intended audience  Reading and Literature Studies:   * 1. read student- and teacher-selected texts from diverse cultures and historical periods, identifying specific purposes for reading   2. use several different reading comprehension strategies before, during, and after reading to understand both simple and complex texts   **1.8** identify the perspectives and/or biases evident in both simple and complex texts and comment on any questions they may raise about beliefs, values, and identity  **2.1** identify several different characteristics of literary, informational, and graphic text forms and explain how they help communicate meaning  **3.**  Writing:  **1.2.** generate and focus ideas for potential writing tasks, using several different strategies and print, electronic, and other resources, as appropriate  **1.4.** identify, sort, and order main ideas and supporting details for writing tasks, using several different strategies and organizational patterns suited to the content and purpose for writing.  **2.3** use appropriate descriptive and evocative words, phrases, and expressions to make their writing clear and vivid for their intended audience  **2.4** write complete sentences that communicate their meaning clearly and accurately, varying sentence type, structure, and length for different purposes and making logical transitions between ideas  **3.1** use knowledge of spelling rules and patterns, several different types of resources, and appropriate strategies to spell familiar and new words correctly  **3.5** proofread and correct their writing, using guidelines developed with the teacher and peers  **3.7** produce pieces of published work to meet criteria identified by the teacher, based on the curriculum expectations  **4.1** describe several different strategies they used before, during, and after writing; explain which ones they found most helpful; and identify several specific steps they can take to improve as writers  Media:   * 1. interpret simple and complex media texts, identifying and explaining the overt and implied messages they convey   **1.5** identify the perspectives and/or biases evident in both simple and complex media texts and comment on any questions they may raise about beliefs, values, and identity | |
| **ENDURING UNDERSTANDINGS:**   * Understand that writing is a process and is necessary for successful writing * Use detail and elaboration to make ideas clear to their audiences * Create and organize various formats of writing in order to convey what they have to say to make their meaning clear to their audience * Identify various mistakes that can distract their readers/audiences * Be able to decode and deconstruct various forms of writing and media * Maintain clarity and coherence in their writing | |
| **ESSENTIAL QUESTIONS:**   * Why is reading important to me? * What makes someone heroic/something heroic? * How does the way something is written affect the writer and reader? * What traits, practices and beliefs are common to the cultures and time periods represented in the literature that we are reading? * Can literature serve as a vehicle for social change? * Why is it important for people and cultures to construct narratives about their experience? | |
| **KNOWLEDGE:**   * Understand traditional myth and short story structure and elements * Understand key literary terms related to myth and short story * Understand the various recurring themes in myths and short stories * Understand the social, cultural and political impact of formats such as the myth and short story * Understand the racist and sexist stereotypes evident within various types of literature and media | **SKILLS:**   * Identify traditional myth and short story elements and structure * Identify and use key literary terms related to myth and short story * Create myths and short stories using the recurring themes in them * Refine grammar, usage, and composition skills in a variety of formats * Participate in class discussions about the literary/social effect of selected authors' works * Develop strategies for reading and responding personally and analytically to short stories * Compare, contrast, analyze, and evaluate connections between text, ideas, and experience * Use text details to analyze character, plot, setting, point of view and development of theme |